

Writing Standards Progression from Grade 5 to Grade 6

In grade 6, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of three pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.6.1-3).

Grade 5, Standard 1 (W.5.1)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
2. Provide logically ordered reasons that are supported by facts and details.
3. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
4. Provide a concluding statement or section related to the opinion presented.

Grade 5, Standard 2 (W.5.2)

Grade 6, Standard 1 (W.6.1)

Write arguments to support claims with clear reasons and relevant evidence.

1. Introduce claim(s) and organize the reasons and evidence clearly.
2. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from the argument presented.

Grade 6, Standard 2 (W.6.2)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a concluding statement or section related to the information or explanation presented.

Grade 5, Standard 3 (W.5.3)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

Grade 5, Standard 4 (W.5.4)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate transitions to clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style.
6. Provide a concluding statement or section that follows from the information or explanation presented.

Grade 6, Standard 3 (W.6.3)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
5. Provide a conclusion that follows from the narrated experiences or events.

Grade 6, Standard 4 (W.6.4)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grade 5, Standard 5 (W.5.5)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)

Grade 5, Standard 6 (W.5.6)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Grade 5, Standard 7 (W.5.7)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Grade 5, Standard 8 (W.5.8)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Grade 5, Standard 9 (W.5.9)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grade 6, Standard 5 (W.6.5)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)

Grade 6, Standard 6 (W.6.6)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Grade 6, Standard 7 (W.6.7)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Grade 6, Standard 8 (W.6.8)

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Grade 6, Standard 9 (W.6.9)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grade 5 Reading standards* to literature (e.g., ?Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]?).
2. Apply *grade 5 Reading standards* to informational texts (e.g., ?Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]?).

Grade 5, Standard 10 (W.5.10)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grade 6 Reading standards* to literature (e.g., ?Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics?).
2. Apply *grade 6 Reading standards* to literary nonfiction (e.g., ?Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not?).

Grade 6, Standard 10 (W.6.10)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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